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ABSTRACT

The Secondary Teacher Education Program (STEP) of the University of Texas at El Paso is described as a comprehensive program possessing strong theoretical underpinnings and reflecting a conceptual model of the education profession. Processes for developing program objectives in six broad areas are described and features essential to the instructional model are identified. The program resulting from these objectives takes place in a problem-solving context and models the problem-solving nature of the teaching profession. The management aspect of the program involves team governance committees and interdepartmental-interdisciplinary teams, as well as input from the local cooperative teacher education center. Methods for evaluating both interns and the program itself are described. Appendices present: (1) fifteen goals of the College of Education; (2) program objectives, competencies, and indicators; (3) an overall description of the STEP program; (4) roles and responsibilities of STEP team members; (5) a description of the El Paso local cooperative teacher center; and (6) criteria for program evaluation. (HJB)

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A SYSTEMIC APPROACH TO SECONDARY TEACHER EDUCATION PROGRAM DEVELOPMENT

by

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There is a need for teacher preparation programs which possess strong theoretical underpinnings and reflect a conceptual model of the education profession.

Many teacher education programs offer attractive features such as field orientation, competency-based approaches or campus clinical work, without establishing a professional rationale for this type of program or insuring congruency among program goals, instructional delivery, and organizational and evaluation systems. There is a need for comprehensive program development which brings together many of the teacher education features which are being successfully implemented throughout the nation.

The Secondary Teacher Education Program (STEP) of The University of Texas at El Paso pursues this synthesis. It clearly specifies its goals, instructional model, and management and evaluation systems, and provides a rationale for each of these systems. We believe that this effort of holistic and systemic program development is of interest to trainers of teachers and to the improvement of the education profession.

Identifying Program Goals and Objectives. The identification of goals and objectives was done through group processes involving large

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representation of faculty and the profession. In a series of retreats the 15 goals of the College of Education were developed. They specify products and processes to be pursued in the preparation of educational personnel as well as faculty roles.¹ Guided by these goals a task force used a Delphi technique to agree on the generic teaching competencies that preservice teachers should possess in order to be recommended for graduation and certification. These were categorized into the following areas:

1. Human Relations Skills
2. Classroom Management
3. Planning Instruction
4. Implementing Instruction
5. Assessing and Evaluating Students
6. Professionalism

A list of indicators which further define the program competencies was finally prepared. These indicators are used as observation instruments to assess students progress.²

Instructional Model. The College's instructional model was designed to facilitate the acquisition of the program competencies. Four features are essential to the model:

1. Professional competencies are used to guide in the design, presentation and evaluation of instructions.
2. Competency acquisition is facilitated in a problem-solving context.

1. See Appendix A: Goals of the College of Education

2. See Appendix B: Program Objectives: Competencies and Indicators

3. Knowledge, values and experiences are the professional bases used to support the acquisition of competencies.
4. Instruction occurs in the university classroom, laboratory and in the schools.

The Program. A program aimed at the fulfillment of the College objectives and instructional model was then developed by the faculty and professionals in the field. It deals with a block-of-time concept which allows for cooperative planning and teaching activities. The students progress through three semesters as a team under the direction of a team leader who will be responsible for advisement and coordination of university and public school staff.

In order to facilitate the acquisition of problem-solving skills, both real and simulated problems are included as a regular part of professional development. Instruction takes place in a problem-solving context, in part to make instruction and learning immediately relevant, but also to model the problem-solving nature of the profession. This context is provided through laboratory and clinical experiences, simulations, micro-teaching and field experiences. In addition to laboratory and clinical work, which is part of campus-based instruction, interns spend approximately 25 per cent of their instructional time during the first block, and 40 per cent and 75 per cent of the second and third blocks, in field experiences at rural and urban schools.³

Management System. The College management system designed to facilitate the achievement of program objectives:

3. See Appendix C: Secondary Teacher Education Program Description

1. Places major concern in the preparation of effective teachers. Administrative decisions regarding budget, resources, rewards are geared to this end.
2. Emphasizes holistic and coordinated program delivery cutting across disciplines and administrative units on campus.
3. Makes provisions to interface major program components: campus, laboratory, field.
4. Insures input from the profession and the community in the decision making and program development process.

Each team has a Governance Committee composed of representatives from the various role groups: students, school based teacher educators, faculty.⁴ An interdepartmental-interdisciplinary team approach addresses the total preparation program rather than fragmented or isolated efforts by individual faculty members or departments. The input from the profession is insured through The Local Cooperative Teacher Education Center which among other functions advises the University on matters regarding teacher education and certification.⁵

Evaluation System. Evaluation procedures monitor the interns and the program. Intern Evaluation:

1. Evaluations are conducted by interns (self evaluation, peer evaluation), faculty and school-based teacher educators.
2. Specific competencies are spelled out at the beginning of each semester and criteria by which the interns are evaluated are provided.

4. See Appendix D: Roles and Responsibilities of STEP Team Members
5. See Appendix E: Local Cooperative Teacher Education Center

3. On campus, pencil and paper tests and simulated teaching situations are used by faculty-based teacher educators to evaluate interns.
4. In the schools, the school and faculty-based teacher educators evaluate the interns using both formal and informal measures such as rating scales and observations of teaching performance.
5. Based on these evaluations of competency attainment, interns are (a) allowed to continue in the program, (b) asked to repeat certain parts of the program, (c) dropped from the program.

Program Evaluation: Interns, school-based teacher educators and faculty participate in the evaluation of the program. Evaluations are objective (rating scales, questionnaires) and subjective (narrative evaluations, interviews). The data is utilized for purposes of program monitoring and modification.⁶

The public school teachers and administrators who helped in the development of the model have expressed excitement about the program. They particularly welcome the opportunity for a more realistic teacher preparation through the field orientation.

The university faculty at times struggles with the necessary adjustments required to move from a knowledge dissemination to a knowledge application emphasis.

The interns find the program meaningful and demanding.

6. See Appendix F: Criteria for Program Evaluation

APPENDIX A
GOALS OF THE
COLLEGE OF EDUCATION

GOALS

COLLEGE OF EDUCATION THE UNIVERSITY OF TEXAS AT EL PASO

The College of Education at U.T. El Paso is committed to the following goals:

1. To provide students with the knowledge base as well as the competencies needed to practice the profession.
2. To provide opportunities for students to become independent and continuous learners.
3. To provide opportunities for students to become flexible, creative and responsive to changing societal and individual needs.
4. To include in the preparation of every student experiences in the education of exceptional children and of children from multicultural settings.
5. To insure student participation in the process of their own education by having student representation in program development and evaluation efforts.
6. To provide alternative paths for students to follow in attaining competence.
7. To provide opportunities to students to examine distinct value systems as a basis for effective teaching.
8. To provide a problems context for all programs that emphasizes involvement with the educational enterprise in the field under real or simulated experiences.
9. To establish open communication and continuous dialogue among faculty members and administration in order to develop and maintain group commitment to the mission of the college.
10. To demonstrate by example the quality of teaching expected of graduates.
11. To increase understanding, interaction and cooperation among people of all cultures, especially the bilingual-bicultural population of the Southwest.
12. To maintain effective liaison and input with those dependencies of the University that provide the general education of our students.
13. To provide opportunities for professional development to include research and publication by which the College faculty can deliver identified programs that meet student needs.

14. To maintain a faculty that has the ability and desire to provide needed educational services to the community.
15. To provide public evidence that objectives are being accomplished and insure that programs are responsive to changing needs through a continuous, comprehensive and systematic evaluation of ourselves and our programs.

APPENDIX B
PROGRAM OBJECTIVES:
COMPETENCIES & INDICATORS

THE UNIVERSITY OF TEXAS AT EL PASO TEACHING PERFORMANCE INVENTORY

Student _____ Cooperating Teacher _____ School _____ Grade/Subject _____ University Supervisor _____ Semester/Year _____

Ratings: 1-Deficient; 2-Average; 3-Very Good; 4-Outstanding

I. DEPENDABILITY 1 2 3 4

II. HUMAN RELATIONS SKILLS

A. Helps development of positive self images in learners
B. Works effectively with different social/ethnic groups
C. Demonstrates skills in various kinds of communication
D. Helps students become independent learners
E. Facilitates students' social interactions and activities
F. Works effectively as a team member

III. MANAGING THE CLASSROOM

A. Maintains a safe environment
B. Maintains physical environment conducive to learning
C. Maintains socio-emotional environment conducive to learning
D. Involves students in the management of the classroom
E. Manages disruptive behavior appropriately
F. Designs procedures for handling routines in the class

IV. PLANNING INSTRUCTION

A. Selects appropriate learning goals and objectives
B. Demonstrates skills in organizing learners for instruction
C. Selects appropriate teaching strategies
D. Skillful in selecting and preparing resource materials
E. Involves students in design of the instructional plan
F. Skillful in evaluating the instructional plan

V. IMPLEMENTING INSTRUCTION

A. Relates instruction to the world of the learner
B. Skillful in use of various teaching strategies
C. Applies group dynamics techniques
D. Skillful in the individualization of instruction
E. Skillful in the use of A-V equipment
F. Skillful in the use of multimedia resources
G. Demonstrates skills in questioning and responding
H. Demonstrates skills in value clarification techniques
I. Evaluates and modifies his/her own performance

VI. KNOWLEDGE OF SUBJECT MATTER

A. Demonstrates adequate general academic preparation
B. Demonstrates knowledge of areas of specialization

VII. ASSESSING AND EVALUATING STUDENTS

A. Recognizes individual personalities/learning styles
B. Demonstrates diagnostic skills
C. Skillful in selecting/using formal evaluation procedures
D. Skillful in selecting/using informal evaluation procedures
E. Skillful in providing feedback to students and parents

VIII. PROFESSIONALISM

A. Seeks to improve own professional competence
B. Is accountable for professional actions
C. Demonstrates skill in professional decision-making
D. Demonstrates awareness of strengths and weaknesses
E. Behaves within an accepted code of professional ethics
F. Seeks to improve the profession

HUMAN RELATIONS SKILLS

	Incompetent	Competent	Outstanding
A. HELPS DEVELOPMENT OF POSITIVE SELF IMAGES IN LEARNERS			
1. Listens and makes students feel important			
2. Elaborates on the contributions of students			
3. Facilitates student participation			
4. Relates to students on an individual basis			
5. Arranges instructional tasks for successful experiences			
B. WORKS EFFECTIVELY WITH DIFFERENT SOCIO-ETHNIC GROUPS			
C. DEMONSTRATES SKILL IN VARIOUS KINDS OF COMMUNICATIONS			
1. Enunciates clearly and correctly			
2. Adjusts voice and tone to situation			
3. Listens			
4. Recognizes non-verbal statements			
5. Adjusts language and content to students' level			
D. HELPS STUDENTS BECOME INDEPENDENT LEARNERS			
1. Provides opportunities for diversity of opinion			
2. Provides alternative means of skill acquisition			
E. GENERATES-PARTICIPATES IN SCHOOL EXTRA-CURRICULAR ACTIVITIES			
F. WORKS EFFECTIVELY AS A TEAM MEMBER			
1. Relates well to faculty and staff			
2. Assumes responsibility for tasks as a team member			

PLANNING INSTRUCTION

A. DEVELOPS APPROPRIATE LESSON AND UNIT PLANS			
1. Incorporates students' and curriculum needs			
2. Selects appropriate goals and objectives			
3. Selects appropriate teaching strategies			
4. Identifies and describes learning activities			
5. Selects appropriate resource materials			
6. Evaluates accomplishment of objectives			
B. DEMONSTRATES SKILL IN EVALUATING THE INSTRUCTIONAL PLAN			
1. Provides a rationale for the plan			
2. Establishes criteria for attainment of objectives			
3. Evaluates effects of the plan			
4. Improves plan as needed			

MANAGING THE CLASSROOM

Incompetent
Competent
Outstanding

A. MAINTAINS A SAFE ENVIRONMENT

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B. MAINTAINS A PHYSICAL ENVIRONMENT CONDUCIVE TO LEARNING

1. Uses a variety of materials, books, learning stations, ---
2. Makes provisions for appropriate use of furniture, lighting, temperature, noise level, ---

C. MAINTAINS A SOCIO-EMOTIONAL CLIMATE CONDUCIVE TO LEARNING

1. Respects rights of individuals
2. Allows students to express feelings and beliefs
3. Enthusiastic about class work
4. Sense of humor
5. Provides opportunities for the success of many

D. INVOLVES STUDENTS IN THE MANAGEMENT OF THE CLASSROOM

1. Delegates responsibility of housekeeping tasks to students
2. Assigns duties as means for personal enhancement
3. Involves student in the development of class rules and governance

E. MANAGES DISRUPTIVE BEHAVIOR APPROPRIATELY

1. Implements rules and procedures consistently
2. Rules are public and professionally justifiable
3. Attends promptly to disruptive behavior in an individual and private manner
4. Maintains control

F. DESIGNS PROCEDURES FOR HANDLING ROUTINES IN THE CLASS

1. Gets class started and finished on time
2. Follows established procedures
3. Keeps accurate records

IMPLEMENTING INSTRUCTION

Incompetent
Competent
Outstanding

A. RELATES INSTRUCTION TO THE WORLD OF THE LEARNER

1. Teaches at student level: language, examples, activities
2. Students learn by "doing"
3. Points out usefulness of content learned

B. SKILLFUL IN THE USE OF DEDUCTIVE AND INDUCTIVE STRATEGIES

1. Lecture-discussion
2. Demonstrations
3. Problem solving
4. Individual and group projects

C. SKILLFUL IN THE INDIVIDUALIZATION OF INSTRUCTION

1. Identifies individual levels of proficiency
2. Develops plan for individualization
3. Develops management procedure
4. Selects appropriate activities and materials
5. Devises evaluation system

D. DEMONSTRATES SKILL IN QUESTIONING AND RESPONDING

1. Asks questions at various levels of cognitive taxonomy
2. Phrases and times questions appropriately
3. Challenges and probes through questions
4. Uses questions as means of success for all learners
5. Elicits student participation through questions

E. DEMONSTRATES SKILLS IN VALUES CLARIFICATION

1. Facilitates student analysis of values in the content of the disciplines

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F. APPLIES GROUP DYNAMICS TECHNIQUES

1. Identifies group norms
2. Assumes appropriate leadership roles
3. Skill in working with large-middle-small size groups

G. SKILLFUL IN THE OPERATION OF INSTRUCTIONAL EQUIPMENT

H. SKILLFUL IN THE USE OF MULTIMEDIA RESOURCES

1. Incorporates printed and electronic media into learning activities

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I. EVALUATES AND MODIFIES HIS/HER OWN PERFORMANCE

1. Gathers self-evaluation data
2. Identifies areas of strength and weakness
3. Formulates and implements plan for improvement
4. Evaluates results

ASSESSING AND EVALUATING STUDENTS

Incompetent
Competent
Outstanding

A. DEMONSTRATES DIAGNOSTIC SKILLS

1. Recognizes individual and group needs
2. Determines levels of proficiency in content areas

B. SKILLFUL IN USING FORMAL EVALUATION INSTRUMENTS

1. Selects appropriate diagnostic instruments
2. Administers instruments
3. Interprets results

C. SKILLFUL IN USING FORMAL EVALUATION PROCEDURES

1. Uses informal evaluation techniques: interview, case study, ---
2. Constructs tests appropriate to content area and student level

D. SKILLFUL IN PROVIDING FEEDBACK TO STUDENTS

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PROFESSIONALISM

A. SEEKS TO IMPROVE OWN PROFESSIONAL COMPETENCE

1. Seeks and utilizes professional feedback
2. Aware of strengths and weaknesses
3. Strives to increase professional knowledge and skills

B. IS ACCOUNTABLE FOR PROFESSIONAL ACTIONS

1. Fulfills professional responsibilities
2. Possesses a rationale for professional actions
3. Produces evidence to justify professional actions

C. BEHAVES WITHIN AN ACCEPTED CODE OF PROFESSIONAL ETHICS

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D. SEEKS TO IMPROVE THE PROFESSION

1. Participates in professional organizations

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APPENDIX C
SECONDARY TEACHER EDUCATION
PROGRAM DESCRIPTION

SECONDARY TEACHER EDUCATION PROGRAM DESCRIPTION

The overall goal of a teacher education program is to assist a student to assume the role of a practitioner in education. The Secondary Teacher Education Program (STEP) is concerned with the acquisition of essential competencies for that role. There are four ingredients included in the philosophy of STEP:

A. Teaching competencies are the focus of instruction.

In STEP competency-based refers to a secondary teacher education approach which specifies that interns must demonstrate teaching performances assumed to promote desirable pupil learning. Therefore, the following are essential:

1. Teaching competencies are specified.
 2. Interns are guided toward acquiring mastery of the specified teaching competencies.
 3. Interns demonstrate teaching competence in a school setting.
- B. Knowledge, values and experiences are the professional bases used to support the acquisition of competencies.
- C. Competency acquisition is facilitated in a problem-solving context.
- D. Instruction is received in the University classroom and in the public schools and emphasizes professional role identification, role induction, and role assumption.

The program deals with a block-of-time concept which allows for cooperative planning and teaching activities. The students progress through the three semesters of the program as a team under the direction of a team leader who will be responsible for advisement and coordination of University and public school staff.

In order to facilitate the acquisition of problem-solving skills, both real and simulated problems are included as a regular part of professional development. Instruction takes place in a problem-solving context, in part to make instruction and learning immediately relevant, but also to model the problem-solving nature of the profession. This context is provided through laboratory and clinical experiences, simulations, micro-teaching and field experiences. In addition to laboratory and clinical work, which is part of campus-based instruction, interns spend approximately 25 per cent of their instructional time during the first block, and 40 per cent and 75 per cent of the second and third blocks, in field experiences at rural and urban schools.

PROFESSIONAL BLOCK I

In this block the intern begins to develop an understanding and an awareness of the knowledge, value and experiential bases underlying the

competencies which are necessary to become an effective teacher. There is an emphasis on role identification.

The professional competencies are used to guide in the design, presentation and evaluation of instruction. The focus is not courses or text books, but competencies believed necessary to practice the profession. The acquisition of competence implies a demonstration of professional actions. Primary emphasis is placed on exit requirements.

In this first block the interns register for Ed.PG 3310, Psychology of the Secondary School Student, and Ed.C 3311, Introduction to the Secondary Curriculum. The following management competencies are part of the work of Ed.PG 3310:

Managing the Classroom

- Maintains a safe environment
- Maintains physical environment conducive to learning
- Maintains socic-emotional environment conducive to learning
- Involves students in the management of the classroom
- Manages disruptive behavior appropriately
- Designs procedures for handling routines in the classroom

The following planning and evaluation competencies are part of the work of Ed.C 3311:

Planning Instruction

- Selects appropriate learning goals and objectives
- Demonstrates skills in organizing learners for instruction
- Selects appropriate teaching strategies
- Skillful in selecting and preparing resource materials
- Involves students in design of the instructional plan
- Skillful in evaluating the instructional plan

Assessing and Evaluating Students

- Recognizes individual personalities/learning styles
- Demonstrates diagnostic skills
- Skillful in selecting/using formal evaluation procedures
- Skillful in selecting/using informal evaluation procedures
- Skillful in providing feedback to students and parents

In the preparation of educational personnel, the acquisition of professional skills occurs in an enriched theoretical framework that provides the candidate with the professional bases of knowledge, values and experience for formulating, implementing and validating professional actions. This program seeks the development of rational decision-making skills in professional preparation, rather than a "cookbook" approach.

During Professional Block I interns participate in approximately 40 hours of field experiences. At the assigned schools the interns will observe teaching procedures, assist in preparation of materials for instruction, monitor small groups of pupils under teacher direction, tutor individuals, and plan and teach a small unit.

PROFESSIONAL BLOCK II

In this block the intern solves professional learning problems in a controlled situation, mainly through small group interaction in laboratory and field settings. The intern begins to organize his/her value systems. There is an emphasis on role induction.

During this block the interns register for Ed.PG 3420, Introduction to Guidance, and Ed.C 3312, Methodological and Technological Applications for Secondary Education. The following human relations competencies are part of the work of Ed.PG 3420:

Human Relations Skills

- Helps development of positive self images in learners
- Works effectively with different social/ethnic groups
- Demonstrates skills in various kinds of communication
- Helps students become independent learners
- Facilitates students' social interactions and activities
- Works effectively as a team member

The following instructional competencies are part of the focus of Ed.C 3312:

Implementing Instruction

- Relates instruction to the world of the learner
- Skillful in use of various teaching strategies
- Applies group dynamics techniques
- Skillful in the individualization of instruction
- Skillful in the use of A-V equipment
- Skillful in the use of multimedia resources
- Demonstrates skills in questioning and responding
- Demonstrates skills in value clarification techniques
- Evaluates and modifies his/her own performance

During this block interns participate in approximately 60 hours of field experiences. At the assigned schools they continue Professional Block I activities, teach lessons following plans of the teacher, and teach lessons, having prepared plans approved by the teacher.

PROFESSIONAL BLOCK III

In this block the intern demonstrates through professional actions that he/she values the profession and its commitments, and can synthesize the knowledge, values and experiences of earlier semesters in developing an effective professional style. There is an emphasis on role assumption. The interns register for Ed.C 3498 and Ed.C 3499, Professional Laboratory Experiences in Secondary Schools.

During Professional Block III the interns participate in a minimum of 200 hours of field experiences. Proficiency in all generic and content competencies is to be demonstrated during this time. The following professional competencies are included in the work of Ed.C. 3498-3499:

Professionalism

- Seeks to improve own professional competence
- Is accountable for professional actions
- Demonstrates skill in professional decision-making
- Demonstrates awareness of strengths and weaknesses
- Behaves according to an accepted code of professional ethics
- Seeks to improve the profession

Part of this semester is campus-based with emphasis on personal professional development. The intern will identify areas of needed improvement and specialization and work on these on an independent study basis under the guidance of a UBTE team member.

TYPICAL PROGRAM TIME DISTRIBUTION OVER THREE SEMESTERS

		Number of Weeks													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Prof. Block I M-Th 2 1/2 hours		CL					FE			CL			FE		CL

Prof. Block II M-Th 2 1/2 hours		CL					FE			CL			FE		CL

Prof. Block III M-F 4 hours		FE										CL			

Key: CL - Clinical laboratory, campus based
FE - Field experiences in schools

STEP

Graphic Description of the Development of a Professional Educator

Professional Block I	Professional Block II	Professional Block III
Role Identification	Clinical Lab. at U.T.E.P. Role Induction Field Experiences In Public Schools	Role Assumption
Ed.PG 3310 Ed.C 3311	Ed.PG 3420 Ed.C 3312	Ed.C 3498 Ed.C 3499

APPENDIX D
ROLES AND RESPONSIBILITIES OF
STEP TEAM MEMBERS

ROLES AND RESPONSIBILITIES OF STEP TEAM MEMBERS

Participants in the Secondary Teacher Education Program include interns, school-based teacher educators (SBTE), cooperating principals, university faculty (UBTE) and the Coordinator of Secondary Teacher Education.

STEP Intern

The intern is a student enrolled at U.T. El Paso in the Secondary Teacher Education Program. As such, the intern is the most important member of the STEP team. The entire program has been developed to center on the needs, interests and professional growth of these prospective secondary teachers. Roles and responsibilities of interns can be subdivided into three areas:

A. General Responsibilities

1. To become knowledgeable about all aspects of the program including its intent, methodology and sequence.
2. To understand the roles and responsibilities of all members of the STEP team.
3. To acquire the competencies identified for each of the three semesters of the program.
4. To understand the evaluation procedures utilized in the program.

B. Clinical Laboratory Responsibilities (Campus)

1. To report promptly to scheduled clinical laboratory activities once scheduling has been determined by the UBTE team.
2. To demonstrate competency in the areas listed for each of the three semesters of the program.

C. Field Experience Responsibilities (Schools)

1. To report punctually to the public schools, when assigned, for the time specified in each of the three semesters.
2. To utilize the classroom setting to further develop the competencies initiated in the clinical laboratory experiences during each semester.
3. To become knowledgeable about course objectives, class schedules and established classroom and building rules and procedures.
4. To conduct lessons, or portions of lessons, using specific techniques as directed by the school-based teacher educator.
5. To serve as a useful assistant to the SBTE.
6. To perform clerical, tutorial, supportive and instructional activities as directed by the SBTE.
7. To participate actively in his/her professional development by continually self-monitoring the attainment of teaching competencies.

School-Based Teacher Educator (SBTE)

The SBTE is a cooperating teacher in the schools who is working in the STEP program. The roles and responsibilities of this person are:

1. To assign work taking into consideration the individual proficiency of the intern.
2. To consider the interests and needs of the intern when assigning responsibilities.
3. To assign duties to interns in a manner that does not conflict with the needs of pupils and the school program.
4. To provide the intern with information concerning course objectives, class schedules, and established classroom and building policies and procedures.
5. To develop a regular schedule for consulting and planning with the intern.
6. To arrange for experiences in the classroom which enable the intern to implement the assigned teaching competencies.
7. To report promptly to the UBTE and the cooperating principal any special problems that arise.
8. To serve as a professional model for the intern.
9. To guide and evaluate the intern's professional growth.
10. To evaluate, with the UBTE, the intern's performance.
11. To participate in the governance and evaluation of the STEP program.

Cooperating Principal

The cooperating principal provides leadership for the effective coordination of field experiences. Some of the responsibilities of the principal are:

1. Selecting and recommending SBTEs.
2. Conferring with any members of the supervising team.
3. Welcoming the interns and introducing them to the SBTEs and other staff members.
4. Orienting the interns to the school facilities.
5. Holding an initial conference with the interns to acquaint them with the general policies and procedures of the school.
6. Acting as advisor to the SBTEs and interns.
7. Providing a place on the sign-in sheet for the interns.
8. Receiving and granting permission for the UBTEs and others connected with the program to visit the classroom.
9. Arranging and scheduling observations in subject areas and grade levels other than the assignment.
10. Observing the interns as time permits during the semester.

University-Based Teacher Educator (UBTE)

The UBTE team is composed of U.T. El Paso faculty members and support staff working in the program. This team is responsible for providing instructional experiences for the intern's attainment of teaching competencies. Other roles and responsibilities include:

1. Properly administering the several components of the program.
2. Communicating program objectives and evaluative procedures to the interns and to SBTE personnel.
3. Planning and coordinating schedules and field experiences for interns with the public schools.
4. Monitoring the intern's progress during each semester.
5. Scheduling, planning and leading seminars with interns.
6. Reporting systematically the attainment of program objectives on behalf of each intern.
7. Observing the interns in field experiences on a regular basis and recording their progress.
8. Maintaining contact with SBTEs to identify problem areas and take remedial action.

Coordinator of Secondary Teacher Education

The Coordinator of Secondary Teacher Education is a faculty member whose prime responsibility is to coordinate the Secondary Teacher Education Program by working closely with interns, University faculty and school personnel. This person assists the Coordinator of Teacher Education in program review and implementation efforts at the secondary level. More specific responsibilities are:

1. Overall administration of STEP, including advisement duties.
2. Liaison with school officials to coordinate field experiences and ensure that a professional relationship exists among the interns, UBTEs and SBTEs.
3. Coordination of instruction in the clinical laboratory setting at U.T. El Paso.
4. Continuous monitoring of the attainment of competencies by the interns.
5. Continuous evaluation of STEP.
6. Recommending assignment of faculty to STEP.
7. Evaluating each team member's contributions to team objectives.

General Expectations of UBTE Team

The UBTE team is responsible for determining and scheduling appropriate group and individual learning activities. Team planning and policy recommendations are also functions of the UBTE team.

The team participates in monitoring the progress of interns and makes provisions for personalization of competency attainment.

Governance Committee

A Governance Committee, composed of representatives of each component of STEP, meets monthly to recommend policies and to establish operating procedures. The composition of this committee is shown below:

1. Interns (3)
2. UBTEs (3)
3. SBTEs (3)
4. Coordinator of Secondary Teacher Education

APPENDIX E

LOCAL COOPERATIVE TEACHER EDUCATION CENTER

FAR WEST TEXAS LOCAL COOPERATIVE

TEACHER EDUCATION CENTER

EL PASO, TEXAS

The Local Cooperative Teacher Education Center (LCTEC) exists in accord with the requirements set by the Texas Education Agency (Senate Bill 8, Texas Education Code 11.311) in the 1972 TEA Standards for Teacher Education.

FUNCTIONS

The functions of the LCTEC are the following:

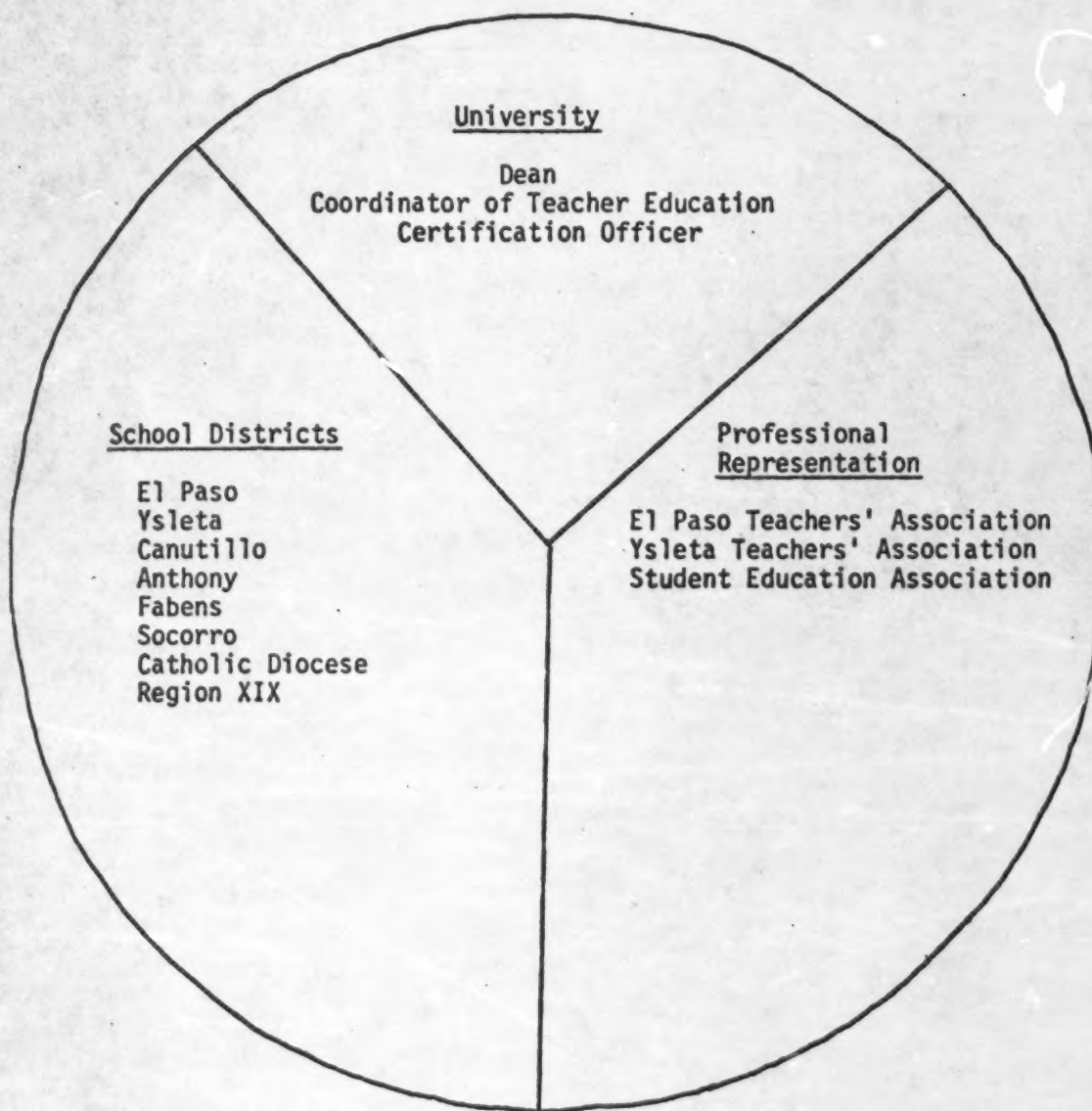
1. To serve as a base for studying local teacher education program needs.
2. To advise the University on matters regarding teacher education/certification programs.
3. To advise the local school districts on matters regarding student teaching and field experiences for teachers in preparation.
4. To develop procedures for recommending the supervising teachers from the local districts to serve in the student teaching program.
5. To involve other agencies and groups to serve in resource and advisory capacities as agreed upon by the participating members.
6. To forward proposals and applications for funds which might be available to this organization or members of this organization.

TEACHER CENTER MEMBERSHIP

The Board of Directors is comprised of two categories of representation: (1) the mandated voting members: local school districts, professional associations, university; and (2) non-voting members: organizations determined by the voting membership which have particular relevance to the LCTEC.

The voting members include the following with one member from each to serve on the Board of Directors except for the College of Education of The University of Texas at El Paso which has three members: (1) Each participating local school district; (2) El Paso Teachers' Association; (3) Ysleta Teachers' Association; (4) Student education association; (5) Region XIX Education Service Center; (6) College of Education, The University of Texas at El Paso.

The participating school districts are: Fabens, Socorro, Ysleta, El Paso, Canutillo, Anthony, and the Catholic Diocese.



LCTEC Organizational Structure

TEACHER CENTER BOARD MEETINGS

The Teacher Center Board meets approximately once a month to conduct the business of the Center.

LABORATORY EXPERIENCES

Laboratory experiences in the Teacher Center encompass: (1) field experiences prior to student teaching, (2) student teaching, (3) graduate practice and internships.

MANAGEMENT OF LABORATORY EXPERIENCES

The University participates in the functioning of the Teacher Center by:

1. Screening and selecting the students to be admitted to field experiences and student teaching (interns).
2. Participating in the placement of interns.
3. Providing the staff to serve as direct supervisors of interns.
4. Providing the facilities for conducting the on-campus seminars.
5. Participating in the selection of supervising teachers.
6. Providing staff for the joint planning and conducting of the supervising teachers' inservice improvement program.
7. Providing facilities for part of the inservice program.
8. Providing representatives to the Teacher Center Board.
9. Providing, in the person of the Coordinator of Teacher Education, a representative for the Teacher Center programs.
10. Through the Teacher Center Board, sharing in the formulation of all policy and decisions concerning the Teacher Center.
11. Participating in the evaluation of interns and programs.

The school districts participate in the functioning of the Teacher Center by:

1. Providing the facilities in which the field experience and student teaching programs take place.
2. Providing, in the supervising teachers, staff for the direct supervision of interns.
3. Participating in the selection of supervising teachers.
4. Participating in the placement of interns.
5. Providing staff for the joint planning and conducting of the supervising teachers' inservice improvement program.
6. Providing facilities for much of the inservice program.
7. Providing representatives to the Teacher Center Board.
8. Providing in the person of the superintendent or his/her delegate an administrator for the Teacher Center programs.

9. Through the Teacher Center Board, sharing in the formulation of all policy and decisions concerning the Teacher Center.
10. Participating in the evaluation of interns and programs.
11. Serving as disbursing agent for the Senate Bill 8 funds.

Procedures for scheduling field experiences are managed by the Coordinator of Teacher Education in the Teacher Center Office in the following manner:

1. Instructors request field experiences for a group of students through the Teacher Center Office.
2. The Coordinator of Teacher Education presents request to school district representatives including desired sites and number of participants.
3. Upon approval a list of requested placements is sent to the school principals by the Coordinator of Teacher Education.
4. Students who have filed a tuberculosis clearance card at the Teacher Center Office, and who appear in the instructors' request are given an identification card clearing them for field experiences. At this time they are notified of the name of the school they are to contact for final placement.
5. The principal makes the assignment at each school site.
6. Once the experience is finished the cooperating teacher completes an evaluation form which the student takes to the university instructor. The form is then filed in the Teacher Center Office.

The placement of student teachers is done from a list of available cooperating teachers each district submits to the Teacher Center Office. A list of student teachers assigned to each school with the name of the cooperating teacher is sent to each participating principal at the beginning of each semester. An effort is made to cluster groups of four to eight students per school. Criteria for the selection of teachers who supervise student teachers and documentation of compliance with Senate Bill 8 are available in the Teacher Center files.

APPENDIX F
CRITERIA FOR PROGRAM EVALUATION

EVALUATION OF
UNIVERSITY OF TEXAS COLLEGE OF EDUCATION
TEACHER EDUCATION PROGRAM

The following are ten criteria developed to evaluate teacher education programs. Based on information and documentation available to you, please evaluate the U. T. El Paso Teacher Education Program. Circle the appropriate number.

- | | |
|----------------------------|---------------------------------------|
| 1. Does not meet criterion | 3. Exceeds criterion |
| 2. Meets criterion | 4. Not enough information to evaluate |

<u>Criteria</u>	<u>Evaluation</u>			
1. Assists interns in developing a comprehensive <u>Knowledge base</u> :				
a. general academic preparation	1	2	3	4
b. professional theoretical underpinnings	1	2	3	4
c. field(s) of specialization	1	2	3	4
d. teaching methodology	1	2	3	4
e. instructional materials	1	2	3	4
2. Assists interns in developing a professional <u>Value base</u> :				
a. professional values clarification	1	2	3	4
b. personal values clarification	1	2	3	4
c. societal values clarification	1	2	3	4
3. Assists interns in developing a broad <u>Experience base</u> :				
a. contact with the real world of schools	1	2	3	4
b. opportunity to try out professional skills	1	2	3	4
c. relate theory to practice	1	2	3	4
d. identify realistic professional growth needs	1	2	3	4
e. work with master teachers	1	2	3	4
4. Assists interns in developing professional skills:				
a. human relations	1	2	3	4
b. classroom management	1	2	3	4
c. planning instruction	1	2	3	4
d. implementing instruction	1	2	3	4
e. diagnosing and evaluating	1	2	3	4
5. Assists interns to act in various professional roles:				
a. facilitator of learning	1	2	3	4
b. counselor/advisor of students	1	2	3	4
c. mediator of culture/community	1	2	3	4
d. member of staff	1	2	3	4
e. member of profession	1	2	3	4
6. Provides theoretical, laboratory and clinical settings for the development of professional competencies:				
a. students are exposed to an enriched theoretical setting	1	2	3	4
b. students practice skills under controlled conditions in a laboratory setting	1	2	3	4
c. students assume a professional role in actual classroom settings under the supervision of a master teacher and/or a clinical professor	1	2	3	4

1. Does not meet criterion
2. Meets criterion

3. Exceeds criterion
4. Not enough information to evaluate

<u>Criteria</u>	<u>Evaluation</u>			
7. Is staffed with personnel with expertise in various program components:				
a. specialists in curriculum and foundations	1	2	3	4
b. specialists in the disciplines	1	2	3	4
c. clinical professors	1	2	3	4
d. master teachers	1	2	3	4
e. public school instructional leaders	1	2	3	4
8. Has a management system designed to facilitate the achievement of program objectives:				
a. places major concern in the preparation of effective teachers. Administrative decisions regarding budget, resources, rewards are geared to this end.	1	2	3	4
b. emphasizes holistic and coordinated program delivery cutting across disciplines and administrative units on campus	1	2	3	4
c. makes provisions to interface major program components: campus, laboratory, field	1	2	3	4
d. insures input from the profession and the community in the decision making and program development process	1	2	3	4
9. Assists the interns to become self-directed, continuous learners:				
a. provides for individualization	1	2	3	4
b. makes students responsible for identifying growth needs	1	2	3	4
c. provides for student participation in the governance of the program	1	2	3	4
d. facilitates student involvement in professional organizations	1	2	3	4
e. provides means of support and followup to its graduates	1	2	3	4
10. Is self-renewing, responding to the needs of society, the community and the profession:				
a. periodically identifies the current needs of society, the community and the profession	1	2	3	4
b. involves citizens and the professional in the reexamination of program goals	1	2	3	4
c. evaluates the effectiveness of the various program components and the achievement of its goals	1	2	3	4